

National
Organization of

Mothers
Of
Twins
Clubs, Inc.

SUBJECT: SURVEY FOR EDUCATORS:
EDUCATION OF MULTIPLE BIRTH CHILDREN
RESEARCHER: National Organization of Mothers of Twins Clubs, Inc.
DATE: 1988-1989

PURPOSE: To compile information about educators' experiences, feelings and opinions relating to the education of school-aged multiple birth children.

METHOD: A two-part survey consisting of 62 questions was distributed through NOMOTC's membership to the educators of our multiple birth children and other willing educators in their respective school districts. 1,423 completed surveys were received.

BACKGROUND INFORMATION:

I. BACKGROUND INFORMATION ON THOSE COMPLETING SURVEY

- A. 95% of Those Responding Were Teachers
 - 1. 54% were elementary teachers
 - 2. 15% were middle school teachers
 - 3. 13% were kindergarten teachers
 - 4. 8% were high school teachers
 - 5. 5% were preschool teachers
- B. Qualifications of Teachers
 - 1. 40% taught from 16 to over 22 years (average 16.5 years)
- C. Experience Teaching Multiples
 - 1. 75% have had at least one member of a twin/triplet set in class
 - 2. 46% have had both twins or more than 1 triplet at the same time
- D. School District Policy
 - 1. 1% reported that their school district had a written school policy about separation of multiples while 62% were unaware if a policy existed
 - 2. 10% reported that an unwritten policy existed while 64% were unsure
- E. Training to Deal With Multiples in the Classroom
 - 1. 15% had subject of multiples covered in their college education while 23% could not remember
 - 2. 1% had inservice or district training session
 - 3. 45% had read information about multiples and their education
- F. Knowledge of Help for Multiples
 - 67% were aware of local/state/National MOTC

II. EDUCATORS' EXPERIENCES AND FEELINGS

A. Separation in School

1. 35% felt ALL multiples should be separated in school
 - a. 19% chose kindergarten
 - b. 12% chose the elementary years
 - c. 1% chose middle/nursery school
2. 33% felt that having multiples together didn't cause any problem while 33% were not sure
3. The majority were not sure if multiples working together would help the education process
4. The majority felt multiples are placed in different classrooms

B. School Problems

1. Most felt multiples do not ask to sit next to each other
2. Educators were evenly divided about whether multiples choose mutual or separate friends
3. None of the multiples were viewed as being more competitive with their co-twin in school grades or sports
4. Most felt that multiples do not have the same answers on homework or test scores

C. Practical Problems

1. 50% found it difficult to tell identical twins apart
2. 75% found that dressing identicals alike made the problem worse
3. Most felt that classmates did not tend to have the same problem telling identicals apart
4. 50% found that students do not refer to the multiples as "the twins" or "the triplets"

III. EDUCATORS' OPINIONS

A. Most Think Multiples Should Not Sit Together in Class

B. Fraternal Do Not Have the Same IQ Score

C. A Great Number Think That Multiples Do Not Have More Learning Disabilities or Speech Problems

D. 22% Felt It Was Acceptable to Refer to Multiples as "The Twins"

E. School Separation

1. 47% strongly feel that multiples should be separated into different classrooms if...
 - a. multiples are working at the same level
 - b. two equal classrooms are available
2. Separation in school should not depend on twin type
3. Decisions about school placement should be made by the parents and the school working together
4. 90% feel that each set of twins should be considered individually when school placement decisions are made
5. 80% felt that schools should allow a change in room assignments, if the separation of multiples is having a direct effect on school performance

IV. DEALING WITH SITUATION

A. One Ready To Start Kindergarten - One Not

- 1. 38% felt the ready one should be started
- 2. 50% did not feel that both should start together
- 3. 38% did not feel that both should be held out
- 4. 33% were unsure about which answer was most appropriate

B. One Twin Failing - One Not

- 1. 50% feel that the one twin should be retained
- 2. 80% feel that both twins should not be kept back
- 3. 80% feel that special tutoring for the twin needing help should be obtained before making a decision

CONCLUSIONS:

- 1. 50% of educators believe in separation of multiples in school.
- 2. The majority believes that parents/school should work together in the school placement decision.
- 3. Many educators were unsure about several of the issues relevant to multiples.

There has been a lack of written material and educational programs about multiples in the educational field which NOMOTC will address with literature.

The accompanying article for the RESEARCH REPORT can be found in the 1990 Spring Issue of *MOTC's Notebook*.